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IDENTIFIERS *Navajo (Nation)

ABSTRACT

A program designed to assist guidance staff in working with Navajo elementary school students, particularly boarding school students, is presented in this booklet with emphasis directed toward meeting both individual and group needs in the areas of home living, student activities, and counseling. The first section gives 14 separate functions of student guidance (develop a positive self-image, promote a safe, pleasant environment, provide career/vocational awareness experience, etc.) and lists the elements inherent in each function. The section on home living discusses such topics as dormitory administration and operation, in-service staff training, personal development of students, and parental and community involvement. Minimum standards for the boarding school are outlined, including those for furniture, equipment, and desirable qualities for sleeping quarters, living rooms, rumpus areas, and kitchens. The section on student activities seeks to develop an understanding of the functions of a student activities program and to indicate ways of concentrating and coordinating efforts. It discusses the operational philosophy of such programs and suggests total school cooperation in such activities as clubs, student government, intra-mural activities, trips, arts and crafts, and social activities. The final sections discuss counseling responsibilities and techniques, exceptional children, student rights and responsibilities, suggested guidance activities, and elements of evaluation. (DS)

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ED186161

ELEMENTARY GUIDANCE PROGRAM

NAVAJO AREA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Cecil Andrus
Secretary Department of Interior

Forrest Gerrard
Assistant Secretary - Indian Affairs

Earl J. Barlow
Director, Indian Education Programs

Donald Dodge
Area Director, Navajo Area

***

Rebecca H. Martgan
Area Director of Education

Ernest L. Magnuson
Supervisory Education Specialist

Lowell W. Findley
Education Specialist (Guidance)

Committee

Robert Baer	Stanley Milford
Betty Kirley	Clarence Mora
Bill Marrs	Stella Lee

October 1979

INTRODUCTION

This program is to be followed by guidance staff members in working with Navajo elementary school students. These students have individual and group needs which can be met and aided through the use of this program. The purpose of this document is to provide a guide for implementing a program that meets these needs in the areas of homeliving, student activities and counseling.

Area Director of Education
October 4, 1979

Bureau of Indian Affairs
Navajo Area Division of Education
Window Rock, AZ 86514

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Functions Of Student Guidance

Functions of Student Guidance

1. Develop a positive self-image.
2. Promote a safe, pleasant environment.
3. Provice social, leisure, and recreational activities for personal and social development.
4. Teach and promote responsible decision making.
5. Encourage multi-cultural awareness and respect.
6. Provide physical and mental health education and care.
7. Provide career/vocational awareness experience.
8. Provide assessment, evaluation and placement of students.
9. Maintain appropriate records.
10. Involve parents and community members in school programs.
11. Encourage communication in English.
12. Manage time, money, and other resources.
13. Recognize and take appropriate action concerning personal and social problems.
14. Coordinate and secure the cooperation and services of the academic department, food services, IHS, Facility Management, Tribal Agencies, and other agencies.

Function 1 - Develop a positive self-image.

Elements:

A. Character development.
   1. Values
      a. honesty
      b. dependability
      c. moral obligations
      d. beliefs
   2. Self control
      a. responsibility for one's own actions
      b. accepting authority (rules/regulations and staff)

B. Self acceptance.

C. Self confidence and ability to handle everyday challenges and problems.

D. The understanding of one's own potential.

E. A sense of belonging to the group.

F. A contributing member of the school.

Function II - Promote a safe, pleasant environment.

Elements:

A. Clean and free of hazards.

B. Adequate heating, ventilation, cooling, and plumbing systems.

C. Attractive decorations.

D. Carpeting and attractive, sturdy furniture.

E. Pleasant landscaping.

F. Adequate, safe recreational equipment and facilities.

Function III - Provide social, leisure, and recreational activities for personal and social development.

Elements:

A. Appropriate behavior.

B. Neatness and cleanliness.

C. Mutual respect.

D. Sportsmanship and fair play.

E. Involvement in school activities.

F. Willingness to compete.

G. Acceptable social interaction.

H. Leadership and citizenship responsibilities.

Function IV - Teach and promote responsible decision making.

Elements:

A. Responsible involvement and participation in student government.

B. Understanding of student responsibilities and rights.

C. Understands rights of staff and other students.

D. Cost awareness of equipment, property, supplies, food and time (personnel service).

E. Understanding of actions/decisions and their consequences

F. Recognition of alternatives/options.

G. Understanding property rights.

Function V - Encourage multi-cultural awareness and respect.

Elements:

A. Appreciation of one's own heritage.

B. Recognition of similarities and differences among cultures.

C. Sharing of cultural ideas.

D. Relating to other cultures in positive ways.

E. Dealing with culture shock and conflict.

Function VI - Provide physical and mental health education and care.

Elements:

A. Physical Fitness.

B. Positive Attitude.

C. Personal hygiene.

D. Good grooming.

E. Positive attitude towards human sexuality and family life.

Function VII - Provide career/vocational awareness experiences.

Elements:

A. Experience personal satisfaction for a job well done.

B. Application of school learning to life situations.

C. Positive attitude towards work.

D. Interest/abilities assessments.

E. Exploration of different occupations.

F. Exploration of training requirements for different occupations.

G. Skills in getting a job/position.

Function VIII - Provide assessment, evaluation and placement of students.

Elements:

A. Screening process.

B. Assessment process.

C. Objective interpretations of student data.

D. Referral process.

E. Appropriate placement of students.

F. Follow-up procedures.

Function IX - Maintain appropriate records.

Elements:

A. Security of records.

B. Appropriateness of records.

C. Confidentiality of records.

D. Review/purging of records.

E. Records custodian.

F. Access/restrictions to records.

Function X - Involve parents and community members in school programs.

Elements:

A. Parent conferences.

B. Parental counseling and home visits.

C. Public relations - information to Chapter meetings, etc, liaison with local school, IHS and other agencies.

D. Student recruitment and school placement.

E. Resource people.

F. Community sponsored activities and special events.

Function XI - Encourage communication in English.

Elements:

A. English as the everyday language except in stress situations.

B. Reading and study areas with adequate lighting.

C. Books and magazines in the dormitory.

D. Television and audio/visual programs.

Function XII - Manage time, money and other resources.

Elements:

A. Budgeting time for school work, recreation, and personal chores.

B. Use of money - value, saving, budgeting, banking.

C. Proper use and care of facilities, equipment, supplies and materials.

Function XIII - Recognize and take appropriate action concerning personal and social problems.

Elements:

A. Codes of conduct.

B. Crisis plans /procedures
Fire - disturbances - illness - AWOLs - epidemics - power failure - intruders - intoxication - accidents - suicide attempts - OD's - abused children.

C. Crisis counseling.

D. First aid procedures.

Function XIV - Coordinate and secure the cooperation and services of the academic department, food services, IHS, Facility Management, Tribal Agencies, and other agencies.

Elements:

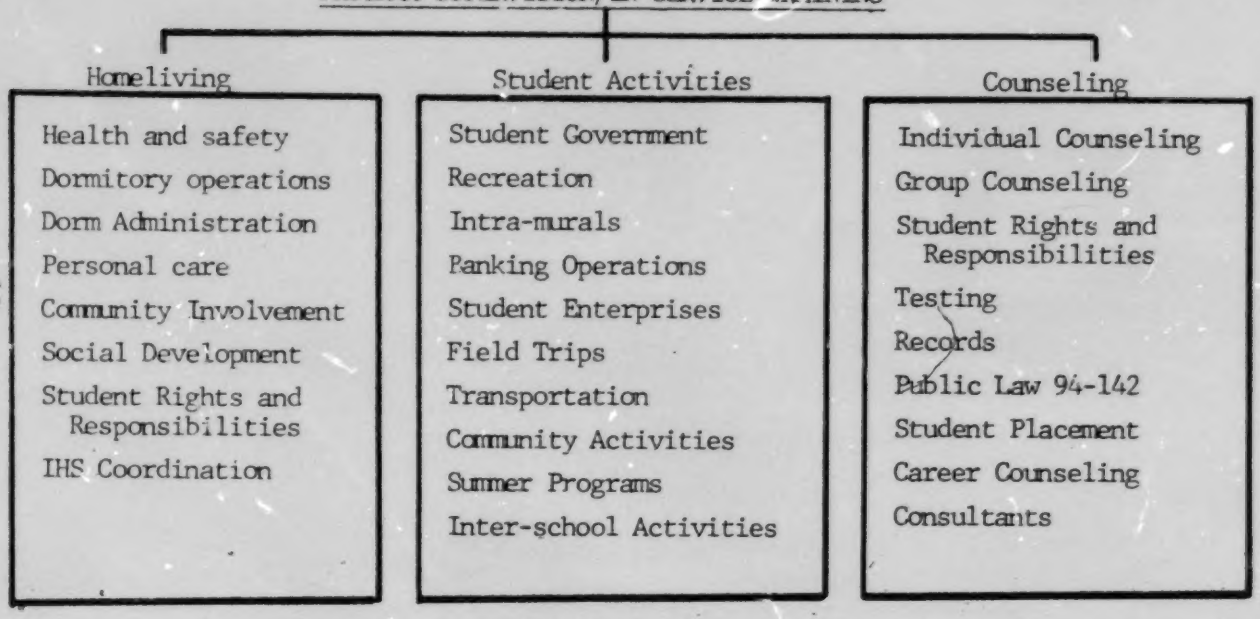
A. Team approach to student services.

B. Free exchange of non-confidential information.

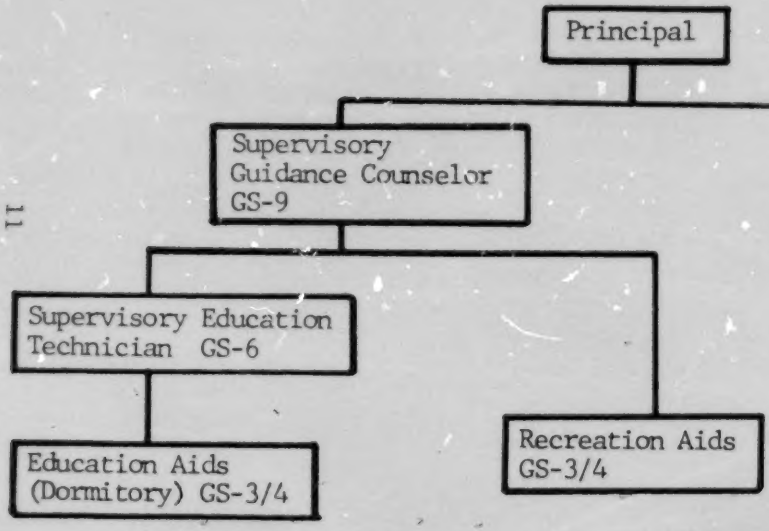
C. Cooperative use of facilities.

D. Coordinated programs to avoid duplicating services.

E. Consultant/resource people for training.

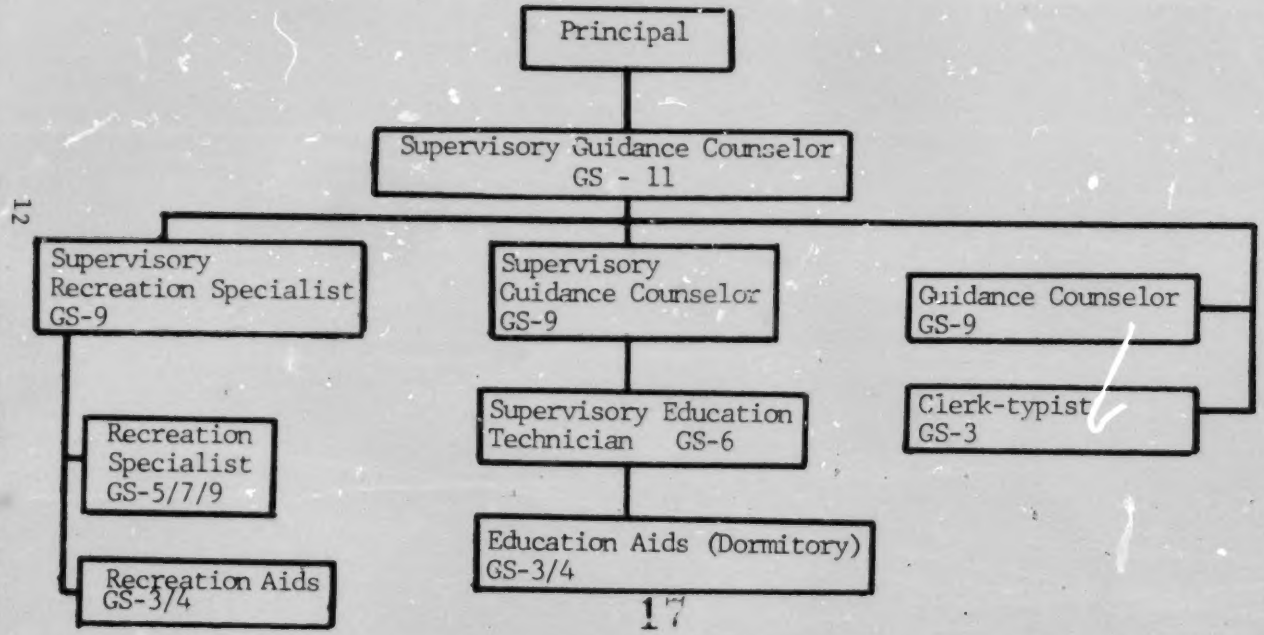

PROGRAM SUPERVISION/IN-SERVICE TRAINING
Homeliving
Health and safety
Dormitory operations
Dorm Administration
Personal care
Community Involvement
Social Development
Student Rights and Responsibilities
IHS Coordination
Student Activities
Student Government
Recreation
Intra-murals
Banking Operations
Student Enterprises
Field Trips
Transportation
Community Activities
Summer Programs
Inter-school Activities
Counseling
Individual Counseling
Group Counseling
Student Rights and Responsibilities
Testing
Records
Public Law 94-142
Student Placement
Career Counseling
Consultants

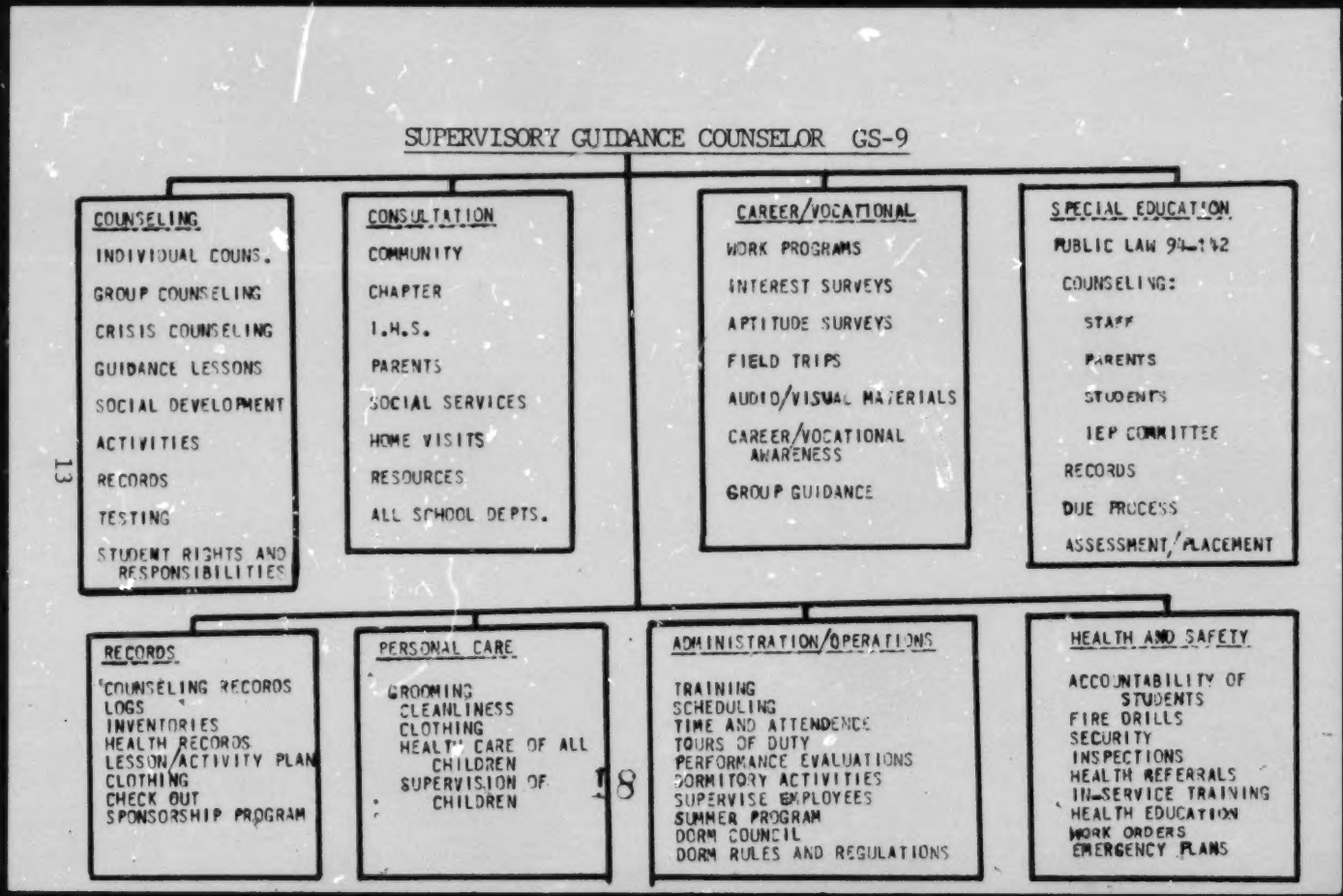
GUIDANCE ORGANIZATION CHART - SMALL SCHOOL

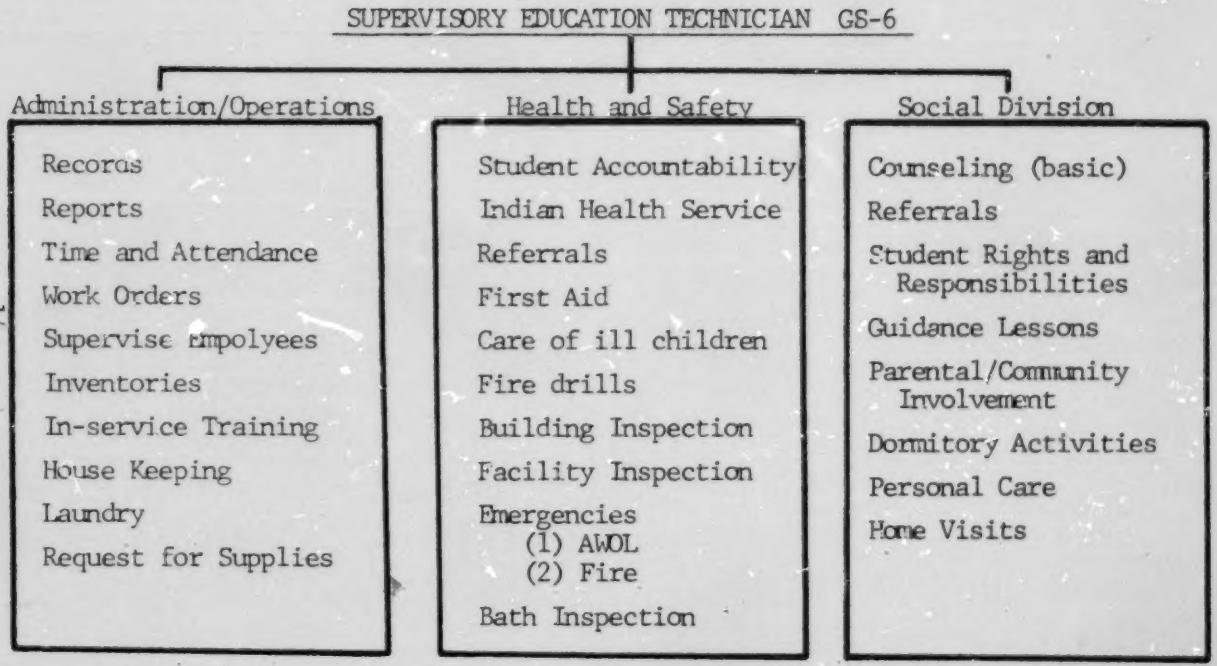


Note: Guidance Counselor positions only in schools with more than fifty 7th and 8th grade students.

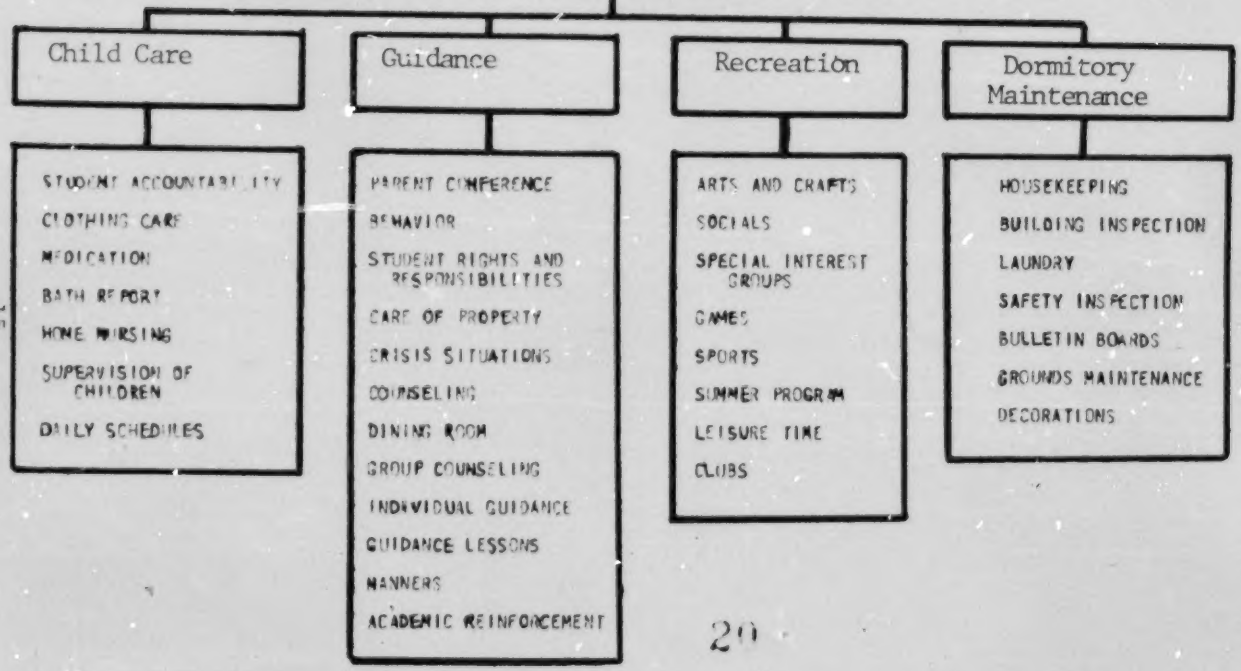
GUIDANCE ORGANIZATION CHART - LARGE SCHOOL

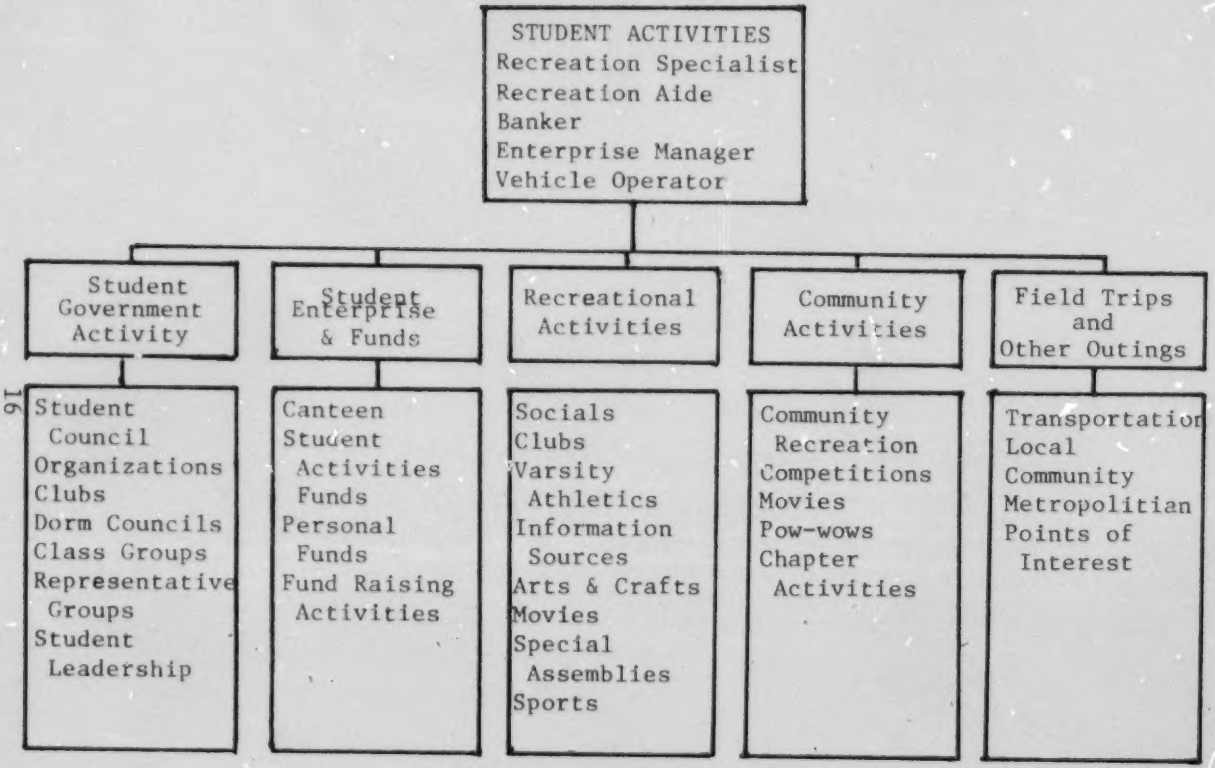



SUPERVISORY GUIDANCE COUNSELOR GS-9
COUNSELING
INDIVIDUAL COUNS.
GROUP COUNSELING
CRISIS COUNSELING
GUIDANCE LESSONS
SOCIAL DEVELOPMENT
ACTIVITIES
RECORDS
TESTING
STUDENT RIGHTS AND RESPONSIBILITIES
CONSULTATION
COMMUNITY
CHAPTER
I.H.S.
PARENTS
SOCIAL SERVICES
HOME VISITS
RESOURCES
ALL SCHOOL DEPTS.
CAREER/VOCATIONAL
WORK PROGRAMS
INTEREST SURVEYS
APTITUDE SURVEYS
FIELD TRIPS
AUDIO/VISUAL MATERIALS
CAREER/VOCATIONAL AWARENESS
GROUP GUIDANCE
SPECIAL EDUCATION
PUBLIC LAW 94-142
COUNSELING:
STAFF
PARENTS
STUDENTS
IEP COMMITTEE
RECORDS
DUE PROCESS
ASSESSMENT/PLACEMENT
RECORDS
COUNSELING RECORDS
LOGS
INVENTORIES
HEALTH RECORDS
LESSON/ACTIVITY PLAN
CLOTHING
CHECK OUT
SPONSORSHIP PROGRAM
PERSONAL CARE
GROOMING
CLEANLINESS
CLOTHING
HEALTH CARE OF ALL CHILDREN
SUPERVISION OF CHILDREN
ADMINISTRATION/OPERATIONS
TRAINING
SCHEDULING
TIME AND ATTENDENCE
TOURS OF DUTY
PERFORMANCE EVALUATIONS
DORMITORY ACTIVITIES
SUPERVISE EMPLOYEES
SUMMER PROGRAM
DORM COUNCIL
DORM RULES AND REGULATIONS
HEALTH AND SAFETY
ACCOUNTABILITY OF STUDENTS
FIRE DRILLS
SECURITY
INSPECTIONS
HEALTH REFERRALS
IN-SERVICE TRAINING
HEALTH EDUCATION
WORK ORDERS
EMERGENCY PLANS

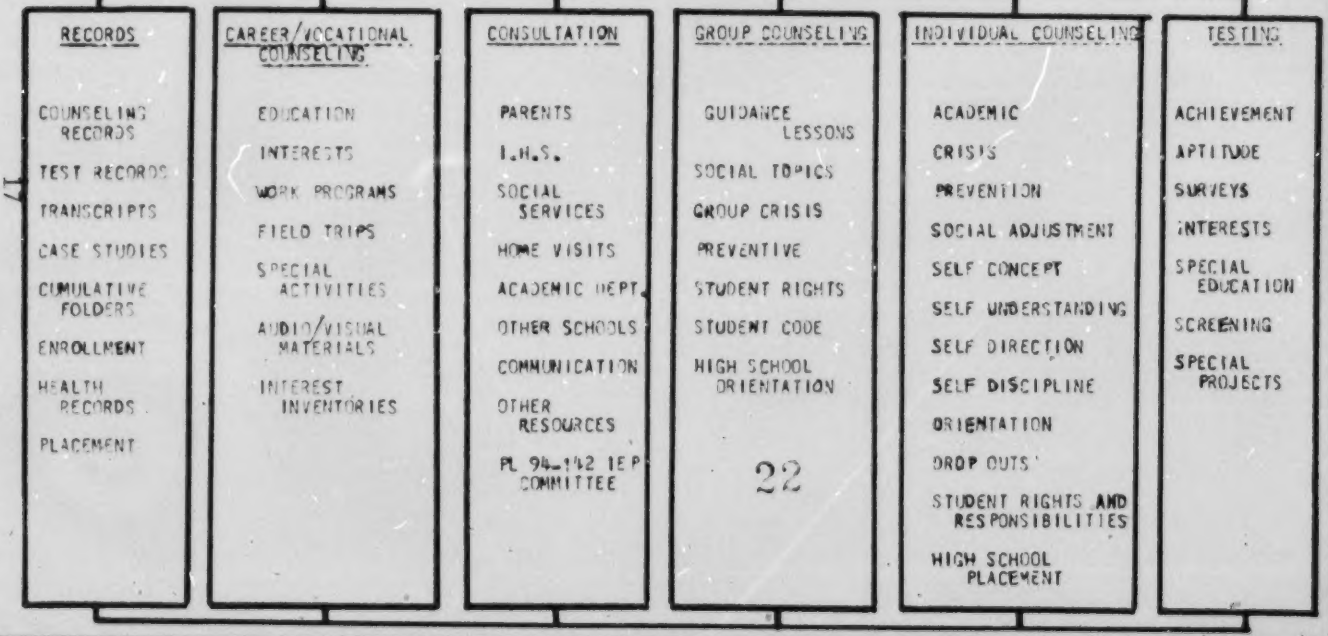

SUPERVISORY EDUCATION TECHNICIAN GS-6
Administration/Operations
Records
Reports
Time and Attendance
Work Orders
Supervise employees
Inventories
In-service Training
House Keeping
Laundry
Request for Supplies
Health and Safety
Student Accountability
Indian Health Service
Referrals
First Aid
Care of ill children
Fire drills
Building Inspection
Facility Inspection
Emergencies
(1) AWOL
(2) Fire
Bath Inspection
Social Division
Counseling (basic)
Referrals
Student Rights and Responsibilities
Guidance Lessons
Parental/Community Involvement
Dormitory Activities
Personal Care
Home Visits

EDUCATION AID (DORMITORY) GS-3/4




STUDENT ACTIVITIES
Recreation Specialist
Recreation Aide
Banker
Enterprise Manager
Vehicle Operator
Student Government Activity
Student Enterprise & Funds
Recreational Activities
Community Activities
Field Trips and Other Outings
Student Council Organizations
Clubs
Dorm Councils
Class Groups
Representative Groups
Student Leadership
Canteen
Student Activities Funds
Personal Funds
Fund Raising Activities
Socials
Clubs
Varsity Athletics
Information Sources
Arts & Crafts
Movies
Special Assemblies
Sports
Community Recreation
Competitions
Movies
Pow-wows
Chapter Activities
Transportation
Local Community
Metropolitian
Points of Interest

GUIDANCE COUNSELOR GS-9 (Junior High Programs)



Homeliving

HOMELIVING

Introduction

Homeliving is concerned with physical, social and personal development. The administration and operation of the dormitory and the supervision of programs carried out by the students and dormitory personnel are included in the homeliving area of guidance. Activities are also provided to develop the student's self-respect and self-confidence through an understanding of his own culture and other cultures to help him realize his full potential.

I. Dormitory Administration and Operation

A. Administration is responsible for:

1. Administering the out-of-school program.
2. Scheduling staff.
3. Training employees and students in dormitory procedures.
4. General supervision of staff and students.
5. Documentation concerning staff - students.
6. Organizing and maintaining records.
7. Counseling program.
8. Program for handicapped students.
9. Establishing standards and evaluating performance.
10. Establishing and enforcing the rules of the school.

B. Dormitory staff is responsible for:

1. Supervising and caring for students.
2. Providing health care.
3. Supervised care of handicapped students.
4. Explaining and enforcing the rules of the school.
5. Motivating and encouraging staff and students to act in a responsible manner.
6. Insuring the punctuality and accountability of students.
7. Leisure activities in the dormitory.
8. Continuing contact with parents.
9. Involvement of the homeliving staff in a continuous process of evaluation and follow-up to insure the success of the program.
10. Providing a safe environment:
    a. Fire drills.
    b. Work orders.
    c. Report safety hazards.
11. Helping students speak in English - communicate in English.

12. Budgetory considerations in planning the homeliving program.
13. Decorating the dormitory:
    a. Bulletin boards.
    b. Pleasant living area.
14. Care of clothing and bedding.
15. Maintenance of grounds.
16. Ordering, distributing, and keeping inventories of supplies and equipment.
17. Housekeeping.

II. In-service Training

A. In-service training will be provided in the following areas:

1. Student health care.
2. Incentive Awards Program.
3. Promotion Program.
4. Time and Attendance Procedures.
5. Tours of Duty.
6. Emergency Search and Rescue Plan.
7. Teaching Techniques (AV, Lesson Plans).
8. Psychology.
9. Guidance Principals (Group and Individual Guidance Techniques)
10. Child Growth and Development.
11. First Aid.
12. Housekeeping Procedures.
13. Vehicle Procedures.
14. Safety Awareness.
15. Student Rights, Responsibilities and Records.
16. Performance Standards and Job Descriptions.
17. Privacy Act.
18. PL 94-142 (Special Education).
19. Career Education.
20. PL 95-561 (HR-15).

21. Recreational Activities.
22. Leadership.
23. Adverse Actions.

B. Resource personnel may be utilized in meeting training needs of staff, such as:

1. Indian Health Service.
2. Club advisors.
3. Safety Officer.
4. Police.
5. Personnel Office.
6. School Board.
7. Community Leaders.
8. Fire Department.
9. Education Personnel.
10. Continental Divide Training Center.

III. Guidance Personnel are required to provide health care as described in the IHS Manual.

IV. Social Development.

It is the responsibility of the guidance staff to provide for social development in the following areas:

A. Individual and group guidance activities:

1. Guidance lessons.
2. Individual conferences.
3. On-the-spot instruction.
4. Parent-student conferences.

B. Out-of-school activities:

1. Organized field trips with objectives.
2. Leisure time activities.
3. Arts and crafts activities.
4. Club activities.
5. student government.

V. Personal Development of Students.

It is the responsibility of the guidance staff to provide instruction to students in personal care in the following areas:

A. Personal hygiene and grooming:

1. Regular bath checks.
2. Use of grooming aids.
3. Teeth brushed regularly.
4. Reporting illness.

B. Dress and care of clothing:

1. Clean clothes regularly.
2. Care of shoes.
3. Minor repair of clothes.
4. Appropriate storing of clothes.

C. Student Relations:

1. Promote respect for students regardless of age.
2. Promote activities that provide wholesome co-ed learning experiences.

D. Housekeeping:

1. Student details.
2. Care of property and materials.
3. Encourage students to decorate their living area.

VI. Parental and Community Involvement.

It is the responsibility of the guidance staff to assist and encourage parental and community involvement by:

A. Keeping parents informed about the dormitory program.

B. Reporting student progress/activities/participation/health to parents.

C. Inviting parents to attend and participate in guidance functions and activities.

VII. Policy Guide for Student Check-out.

Elementary students will not be allowed to check themselves out of school for any reason. Parents cannot grant this privilege to their minor children. Minor students may be checked out either by their parents or guardians or other adults designated on the check-out card by the parents or guardian.

VIII. Policy Guide for Scheduling Tours of Duty.

Principals are charged with the responsibility of reviewing all schedules and certifying that they meet program needs and applicable regulations.

Irregular schedules which deviate from the provisions of the FPM, Chapter 610, must additionally be approved by the Agency School Superintendent.

It is recommended that schedules change at least once a year at semester break, and not more often than every four pay periods. Night shift personnel who are Education Aides must be rotated with every schedule change.

*Employees must be notified of a change on tour of duty two weeks prior to the effective date, commensurate with pay period intervals.

Exceptions can be made for temporary, emergency coverage. For good program management, yearly schedule showing rotation of tours of duty is recommended.

*Over a reasonable period of time, all employees should be given the opportunity to work all time blocks. Rotation provides training and diversity in all aspects of the job.

Any employees working under P.L. 95-561 contracts will be required to work comparable tours of duty.

IX. Policy Guide for Student Details.

Elementary students should contribute a limited amount of well-planned and well-directed labor (up to 2 hours per day) toward the maintenance and operation of the school. Work details should not infringe upon class time or be used as punishment, but at the students' option, it may be used to regain privileges, or work off demerits or earn merits.

SUGGESTED FORMS - HOMELIVING

School Application
School Entrance (Registration)
Dormitory Check-out
Parental Consent for Medical Services
Parental Consent for School Field Trips
Medical Inoculation forms
Student Withdrawal from School
Daily Attendance Report
Student Roll Call
Student Pass
Student Runaway Information (AWOL)
Home Visit Report (Liaison Report)
In-coming Mail Record
Patient Referral Notice
Medication and Treatment
Medical Notes
Pharmacy Requisition
Record of Inventory
Health Inspection
Weekend check-out of Sick Child
Night Report
Fire Drill Report
Monthly Fire and Safety Inspection
Facility Management Work Order
In-coming/Out-going Laundry
Laundry Inventory
Supply Inventory
Janitorial Supply Request
Supply Requisition (Gallup Supply)
Open Market Requisition
Food Request
Transportation/Field Trip Request
Vehicle Safety Inspection Report
Tour of Duty Forms (Local and BF-314)

Minimum Standards

MINIMUM STANDARDS

I. Every student living in a Federal boarding school is entitled to sufficient space in a sleeping room for comfort, for privacy, for storage of personal belongings, and for study. The room shall have sufficient daylight and artificial light together with adequate ventilation and heat for comfort.

A. Every student shall have a separate bed, either as a single bed or part of a double decker, and fifty (50) square feet of space in a room.

B. Every bed shall be equiped with the following:

1. Good springs that do not sag.

2. Guards on the upper bunk and a ladder for climbing into the upper bunk for primary students.

3. A clean mattress that is sufficiently thick for comfort and which fits the springs.

4. A mattress cover and mattress pad that are washed at least twice a year.

5. Two clean sheets that are in good repair. These are to be changed each week. (6 sheets for each bed. Replace one set each year.)

6. Rubber sheeting or plastic mattress covers for special cases.

7. Blankets that are clean and in good repair. These are to be washed at least once a school year or any time that the blankets are moved from one student's bed to another. (3 for each bed. Replace ½ blanket per bed each year.)

8. A bedspread that will protect the bedding and will contribute to the attractiveness of the room. These are to be washed at least once a month. (2 bedspreads for each bed. Replace ½ bedspread each year.)

9. Casters or glides on the legs of the bed.

C. Every student shall sleep in special night garments such as pajamas, night gowns, or night shirt. These are to be changed at least once a week. (2 sets for each child. One replacement each year.)

D. Every student shall have adequate supplies to follow good health practices:

1. A clean bath towel and wash cloth that are changed at least twice per week. (6 bath towels and 6 wash cloths per student. Replace 2 of each yearly.)

2. Paper hand towels and toilet paper available in the restroom at all times.

3. A new tooth brush at least twice a year, together with tooth paste/powder.

4. A mild bath soap should be available as needed.

E. Every student shall be provided with an individual towel rack that is located in such a way that no towel touches a towel belonging to another student and where fresh air circulates.

F. Every student shall be provided with adequate storage space for clothing and other personal belongings:

1. An individual locking locker or lockable clothes closet equiped with a rod (minimum of 18" of hanging space) so placed that all garments can hang straight and with sufficient coat hangers for all clothing. The locker should have a minimum shelf area of 6½ square feet for each child. Air holes shall be provided in the top and bottom of the door of the locker to allow for ventilation.

2. A place should be provided for toothbrushes that will permit circulation of air.

3. One full-length mirror for every 30 students in addition to mirrors over each wash basin.

4. A place for the storage of suitcases that will be accessible to the student at all times or at designated times. Shelf space should be sufficient for the storage of one foot locker and one large suitcase for each student. A table on which suitcases can be opened should be provided.

G. Every student 12 years of age and over shall have an opportunity to read, study and write letters in his own room. Each student room shall have:

1. A chair for each student.

2. A study table or desk with drawers for every student. May substitute a table that will seat four.

3. Adequate lighting.

H. Every sleeping room shall be attractive and comfortable:

1. Adequate heat and ventilation provided so that sleeping areas may not be drafty nor overheated. Windows should be provided with deflectors when needed.

2. Adequate light for all purposes (50 foot-candles on each desk for reading). A night light in the halls and in the washrooms.

3. Draperies of some type for all windows.

4. Carpeting should be provided throughout the living areas of the dormitory.

5. Pictures where wall space will permit and small bulletin board for personal pictures or newspaper articles.

6. Attractive and appropriate colors on wall and woodwork for various use areas throughout the dormitory.

7. Wastepaper basket for every four students.

I. Every student shall have adequate cleaning equipment available for cleaning of sleeping rooms:

1. A broom, dustpan, dust mop, and cleaning cloths to be used by students in adjoining rooms. (usually one set per eight students.) These are to be replaced each year.

2. A closet containing a slop sink, broom racks, shelving, a trash can, and general cleaning supplies shall be provided on each floor of the dormitory or, when desirable, on each wing.

3. An electric polisher and/or vacuum cleaner shall be available on each floor or wing.

4. A linen closet on each floor or wing for the storage and repair of linens and blankets.

II. Every student shall have access to an attractive, homelike living room for rest and leisure-time activities, and to a rumpus or similar room for games or group meetings. In buildings that house all age groups there should be two or more living rooms equipped for the different age groups. Adequate playground areas and facilities shall be available for recreational activities.

A. Every living room shall be adequately furnished as follows:

1. Comfortable chairs, sofas, end tables, bookshelves, magazine racks, etc.
2. Draperies of some type for all windows.
3. Floor coverings that are attractive and will make the room more comfortable. Carpeting is recommended.
4. Adequate heating and ventilation for comfort in all seasons.
5. Pictures, decorative mirrors, bright colors on walls and woodwork, and other ways of developing cheerful, attractive color schemes.
6. Lamps placed so that good lighting is provided for reading.
7. A supply of magazines and newspapers appropriate to the age of the student.
8. A set of encyclopedias, dictionaries and a world atlas for each dormitory housing students of the Jr. High and High School levels.
9. Books of interest to the students and within their reading ability shall be available. These may be purchased for the dormitory or borrowed from the school library.

10. A full-length mirror to aid with good grooming shall be placed either in the living room or in the hall. A place convenient to all students should be selected.

11. Decorative living room clock.

B. Every rumpus room shall be equiped wth recreational equipment suitable for the ages of the students and with sufficient furniture for group meetings: (If separate rumpus room is not available, a part of the living room should be equiped with the following.)

1. Tables and chairs for games.
2. Sufficient chairs for group meetings.
3. A television set, radio and 16mm movie projector.
4. A stereo record player with an appropriate supply of records.
5. Games suitable for individuals and groups.
6. Blocks, dolls, toy automobiles, etc., for younger children.
7. Gymnasium pads for rough games. (These to be used in special recreation space only.)
8. Adequate heat, light and ventilation.
9. A waxed wood floor or a cement floor covered with asphalt or vinyl tile, linoleum or carpeting.
10. Storage space where games and toys may be kept.
11. A large bulletin board.
12. A clock, pictures and other devices to make the room attractive.

III. Every student 12 years of age and over shall have access to a kitchenette where refreshments for parties may be prepared and where groups of students may cook favorite foods.

A. The kitchenette shall be adequately furnished:

1. An electrically operated hot plate built in the counter or an electric range if source of electricity permits the use.
2. A refrigerator.
3. A two-compartment sink with drain boards and mixer faucet with hot and cold water.
4. Built-in cupboards and drawers.
5. Folding tables and chairs are desirable.
6. Family-sized cooking utensils.
7. Large kettles for the preparation of hot drinks.
8. Disposable dishes and tableware, napkins, and towels.
9. A cleaning closet provided with the necessary equipment.

IV. Every student shall be provided with adequate facilities for the laundering and repairing of personal clothing.

A. The laundry room should be arranged so that the maximum number of students can be accommodated at one time:

1. One washing machine for every 40 students.

2. One automatic home-type dryer for every washing machine or one large commercial dryer for every two washing machines.

3. Electric iron and ironing board as needed for each dormitory.

4. At least one table for folding of clothes shall be in each laundry room.

5. Two sewing machines for each dormitory wing.

V. Every student shall be provided with special care in case of illness, accident or routine preventative medical care.

A. At least one isolation room in each dormitory. (Minimum of two in coed dormitories). Each isolation room should have:

1. A bathroom equipped with toilet, washbowl, and bath tub.

2. Electric outlets for heating pads, etc.

3. Adequate lighting and heat with special attention given to ventilation.

4. Bedside table and chair for each bed.

5. Clean towels and linens should be readily available and changed frequently.

B. A locked and secure medication room will be provided for effective control of medication and treatment. Where a separate room is not practical, medication must be locked in a cabinet.

1. Medication no longer used as prescribed should be properly disposed of.

2. Each medication room/cabinet will be minimumly stocked with basic first aid supplies and equipment as recommended by Indian Health Service.

VI. Every student shall have maximum protection from fire.

A. All dormitory operations should meet the following standards:

1. Fire drills will be conducted at least once a month. (Both daytime and night-time drills should be practiced).

2. Required fire drill reports will be prepared and submitted to the Agency Safety Officer.

3. An approved (Agency Safety Officer) fire evacuation chart should be posted and appropriate safety lessons will be conducted.

4. In-service training for dormitory personnel should include (a) evacuation plans, (b) use of fire fighting equipment, (c) required inspections and (d) fire drills and reporting procedures.

5. Panic hardware will be provided on all outside exit doors. The purpose of panic hardware must not be defeated by improperly securing with chains, ropes, brooms, chairs, etc.

Student Activities

STUDENT ACTIVITIES

INTRODUCTION

The Student Activities phase of the guidance program was created to provide active student involvement in a critical area of personal development. Participation in a variety of activities is helpful in preparing students to fulfill future responsibilities to their community and country. A primary purpose of this section of the program is to develop an understanding of the functions of the Student Activities program and to indicate ways of concentrating and coordinating efforts.

Student activities is a coordinated, comprehensive program of leisure and learning activities aimed at producing a well-balanced, socially operable individual. The program is designed to meet Navajo students needs through involvement and participation in student activities. The activities used must be modified to fit the level, or maturity of the students involved.

I. Program Administration

A. Operational Philosophy

1. Requires total school cooperation for:

   a. Clubs
   b. Student government
   c. Intra-mural activities
   d. Trips
   e. Arts and Crafts
   f. Social Activities

2. The program is intergrated to relate to all school functions.

3. A student activity program should prepare students to meet and deal with challenges to his self-esteem, group identify and his value system with confidence.

4. It is the purpose of the student activities program to give Navajo students the opportunities to earn success, and to view obstacles only as small, temporary roadblocks to be overcome or by-passed, not to be avoided for fear of failure.

5. A student activity program will include:

   a. Intra-murals designed not just for winning, but for learning, give and take, group effort, and individual courage to continue despite the odds.

b. Crafts and indoor activities designed to give every student an opportunity to succeed in his chosen task.

6. Efforts need to be made to insure that all students experience success on their own level. Younger students need a full program as much as older students.

7. Every student should be provided with an activity or play situation which he can master and for which he can be praised.

8. Student activities need to play a part in teaching the student how to make decisions through the use of experiences which broaden the choices available. It is important that the student be able to choose not to participate if he wants.

9. The activity program shares with homeliving and counseling services in the very important task of showing the student how to use his newly found and growing ability to make decisions about his life. Also, students should accept responsibility for decisions they make.

10. Student enterprises should be designed to meet the needs of students, not primarily to earn money.

11. Student activities should be designed to foster a reasonable level of physical fitness and to be success-oriented in structure.

12. The student activity program should foster and encourage student use of situational and functional English in everyday communication.

13. Activities should foster positive parent-student-school relationships.

14. Student activities must work to improve and encourage parental involvement in the education of their children, develop student pride in family and encourage and promote student respect for parental opinion and values.

15. Student activities should be coordinated through regular guidance staff meetings.

16. The student activity program needs to be assessed and evaluated periodically.

17. A well organized system of supplies and equipment control will prevent loss, and insure proper distribution of supplies.

B. Student Activity Operations

1. Student Enterprises

a. Student enterprise activities must have an approved plan of operation which designates:

(1) Financial system to be used
(2) Re-supply and inventory system
(3) Degree of student participation
(4) Machine maintenance and repair
(5) Other related activities

b. Fund raising activities must have the approval of the Principal and must be chartered by the Student Council and all funds are to be deposited in the school bank.

c. All student organizations, including sponsorship programs, must keep ~~keep~~ funds in the school bank. No outside commercial account should be used other than the account established by the school bank.

d. Funds raised by organizations must be available to them when in the student bank; and may not be spent without the approval of the organization that raised the funds.

2. School Bank

a. Banking schedule must meet the needs of the students and not necessarily the needs of the system.

b. Bank plan of operation must follow Bureau guidelines (62 IAM-14 & 25 CFR 31.7).

c. Student accounts should be balanced at the end of each banking day and weekly by the Banker and monthly by the Principal.

d. Student funds accounts should always be in order for an unannounced audit.

3. Student Government

a. The student council is the legal basis for all student operations, clubs, and organizations.

b. Student council operation must be based on maturity level of the students.

c. Robert's Rules of Order is recommended as the guide for all meeting operations.

d. Student government should involve as many students as possible.

e. The student government should be involved in the development of school rules in accordance with the Area Code of Student Rights and Responsibilities, and other Bureau regulations, procedures and guidelines.

f. Authorizing the operation of a canteen is a function of the student council.

g. Student government should be student oriented, and not necessarily staff or school oriented.

h. Membership in state and national council organizations is encouraged.

4. School Trips

a. Arrange transportation, including the inspection of vehicles to be used, and follow up on condition of vehicle after use.

b. Make financial arrangements if necessary.

c. Check to see that dormitory staff has submitted food requisition.

d. Check to see that bus driver has been assigned.

e. See that vehicles are properly maintained and monthly reports are made.

f. Reviews plans for school trips.

5. Sports

a. Competitive sports is vital to the total educational development of students and must be carried out in a well-balanced manner.

b. Sports should be utilized to the utmost in developing school spirit which is necessary to the success of the school.

c. Sports skill are to be learned as part of the physical education program and practiced in intra-mural and inter-mural sports program.

d. All schools are encouraged to strengthen their intra-mural (within the school) sports programs so that a maximum number of students will have the opportunity to participate.

e. Inter-school sports programs should be carried out on non-academic time whenever reasonable.

f. Schools are encouraged to participate in organized sports leagues to enhance ~~the of~~ competitiveness and provide consistency and order.

g. League participation should not conflict with established Bureau regulations and policies.

h. League schedules should be presented to the School Superintendents for review; and schools under his/her supervision are subject to his/her decision as to whether the schedules comply with Bureau regulations and policies.

6. Social Activities

   a. Activities are to be based on level of maturity and interest of students.

   b. Food supplies and materials are to be made available on time and in the appropriate place.

   c. Advertise all activities in advance to help promote student awareness and participation.

   d. Make special arrangements such as contracts and invitations and other arrangements that may be necessary to carry out an activity.

7. Requisitions

   a. Recreational and sports equipment are to be requested/ordered by the student activity staff.

   b. Dormitories will request/order recreation supplies for internal use in coordination with the student activity department. (For example: arts and crafts supplies, indoor games, toys).

8. Calendars

   The Recreation Specialist or his delegated represenative(s):

   a. Records all activities on master calendars.

b. Prepares monthly/yearly calendar of all school events.

9. Community Involvement and Activities

a. Parent involvement in student-oriented activities.

b. Community movies.

c. Social and competitive community events.

d. Advisory board involvement in the on-going program.

Counseling

COUNSELING

INTRODUCTION

Counseling programs must be designed to stress the total student development, where each student is encouraged in an atmosphere of willingness and caring to reach maximum growth and mental potential.

Counseling is not to be limited to students who have difficulties and who are conscious of problems; it should include all students as an aid to optimum development. Counseling is to be directed toward the total adjustment of the student.

In addition to the counseling program outlined in this section, the non-supervising, Junior High counselor will be primarily responsible for career/vocational counseling and high school placement and orientation.

I. Sample Duties and Suggestions to the Counselor.

A. Find a room with adequate space for activities that are necessary to involve the child in counseling sessions. The setting should be pleasing and interesting to children. Adequate files for case studies, tests and other counseling materials must be provided.

B. Get acquainted with school personnel.

C. Establish resource contacts.

D. Paper work required:

1. Referral procedure with all forms necessary for guidance.
2. Maintain filing system.
3. Keep a counseling log.
4. Procedure to keep your supervisor informed.

E. Pre-vocational and career awareness counseling.

F. Meet with teachers and aids to explain the counseling role of the staff.

G. Get acquainted with as many students as possible.

H. Meet with school board, chapter, and community to explain counseling program.

I. Establish a procedure for visiting homes.

J. Arrange for testing and evaluation procedures.

K. Staff meeting between department representatives.

L. Group counseling sessions.

M. Individual counseling sessions.

N. Informal observations.

O. Arrange Consultations.

P. Keep files up to date.

Q. Gather information for student reports.

R. Develop and provide a formal guidance program.

S. Placement and follow up.

II. Areas of Responsibilities.

A. Individual Counseling

1. One-to-one counseling

a. Talk with the person who sent the referral and gather from others all pertinent information.
b. Observe the student.
c. Call the student in.
d. Get acquainted, if first contact.
e. Gain rapport.
f. Let the student know why and if there is a need for having to take corrective action.
g. Be open-minded.
h. Be a good listener.
i. Encourage the student to take part.
(1) Talk about himself.
(2) State his problem, if he has one.
(3) Does he want to inprove?
(4) How does He think he can improve?
j. Consider the student's statements.
k. Reflect and clarify that students feelings and attitudes.
l. Help the student think about short term and long term goals and how he can accomplish the goals.
m. Be sure to understand what the student is trying to say.

n. Student attitudes are changed very little by advise, persuasion, or threats. Their attitudes appear to change most effectively in the presence of other attitudes and feelings through the use of positive approaches.

o. Help student accept parents-community background yet realize his own future potential.

2. Crisis counseling is an immediate on-the-spot counseling responsibility. This type of counseling may take place with the child who is upset and asking for help; or it may take place when the child is sent to the counselor for immediate help. This type of counseling should be minimal, if a strong preventative counseling program is carried out.

3. Preventative counseling is carried out through the cooperation of total staff and students.

B. Group Counseling

1. Small groups with common problems/interests

a. Possible topics for discussion:

(1) Shyness
(2) Running away
(3) Stealing
(4) Disruptive classroom or dorm behavior
(5) Offensive language
(6) Loneliness
(7) Student rights and responsibilities
(8) Vandalism or destructive acts
(9) Physical or mental handicaps
(10) Glue sniffing, drugs, alcohol, VD
(11) Academic achievement
(12) Career Education
(13) Health habits
(14) Contributions of Indians to society

(15) Discovering oneself
(16) Consumer knowledge
(17) Wise management of time and/or money
(18) Overcoming handicaps
(19) Grooming
(20) Manners
(21) Decision making
(22) Honesty
(23) Taking responsibility
(24) Being a leader and a follower
(25) Getting along with others
(26) Sportsmanship
(27) Human Sexuality
(28) Human relations
(29) Moral obligations

b. Methods which might be used:

(1) Films, filmstrips, slides
(2) Role play, mock activities
(3) Puppets
(4) Draw and tell
(5) Games
(6) Group discussion
(7) Story telling
(8) Resource people
(9) Taking actual adult roles and responsibilities
(10) Decision-making practice

2. Topics of interest

a. Students express interest in talking about certain subjects such as family life, social relations, health, safety, drugs, alcohol, careers, achievements, etc.

3. Formal instruction

a. Guidance lessons

(1) Make lesson plans

(2) Give lessons
(3) Follow up

b. Methods for guidance lessons might be:

(1) Group discussions
(2) Films, books, magazines
(3) Demonstrations
(4) Field trips
(5) Chalk, flannel or bulletin board presentations.
(6) Guest speakers

C. Psychometrics and other data-gathering instruments and techniques.

1. Personal inventory sheet
2. Autobiography
3. Sentence completion data
4. House, tree, person data
5. Personal interview
6. Formal and informal observations
7. Interest inventories
8. Sociometric devices
9. Study habit inventories
10. Grapho-analysis
11. Non-verbal clues
12. Special education - PL 94-142

D. General Counseling Activities

1. Provide activities for children.
2. Provide career movies and story films.
3. Draw, and tell a story from the picture.
4. Provide a setting in which primary children can be observed.
5. Organize activities which stress cooperation and consideration.
6. Provide re-inforcement activities related to developing concepts of time and money.

7. Organize small group sessions with the intent of identifying exceptional behavior and reinforcing good behavior.
8. Strive for parental and community involvement to encourage children.
9. Visit the children who are sick.
10. Emphasize trust in relationships.
11. Provide general counseling activities with many opportunities for children to improve their ability to communicate in English.

E. Consultative Resources and Services

1. U.S. Public Health Service (Area, Agency, Local)
2. Resource people in Area and Agency offices
3. Resource people in immediate vicinity.
4. School nurse
5. State service agencies
6. Agency probation officer
7. Alcohol/narcotics program officers
8. Agency Social Services
9. Liaison Officer in schools
10. Police organizations (Navajo/State/City/Federal)
11. Parents
12. Departments of Special Education
13. Community Development Workers (Tribe)
14. Become involved with student organizations and activities

F. Career Counseling

1. Field trips to places of employment which students would like to visit.
2. Work programs: Set up an after school and weekend job placement program so that students may earn money and gain work experience.
3. Counseling
    a. One-to-one and group counseling
    b. Interest and aptitude surveys
    c. Future plans and jobs he would like to know more about

4. Audio-Visual Media
    a. Show films/slides/filmstrips
    b. Gather vocational information and have available for student use.
    c. Read stories and have books for reading on various occupations.

5. Testing of students to determine interests and aptitudes and provide follow-up experiences.

6. Resources
    a. Work on placement of students in appropriate school programs.
    b. Set up programs for students to visit prospective schools.
    c. Advise students when information is requested.

G. Records are an important part of the counseling process.

1. Reasons for documentation are:
    a. Keeping others informed
    b. Evaluate progress of student
    c. For the record -- to be used by others in attempting to help the client.
    d. Due Process
    e. Management accountability & disclosure in compliance with 25 CFR 36.

2. Some major types of documentation are:
    a. Counseling records
    b. Incident reports
    c. Transcripts
    d. PL 94-142 required documentation
    e. Cumulative folders
    f. Test results

3. Information gathering

   a. Observation - Watch the student and observe his/her behavior during counseling session:

      (1) Mannerisms - Fidgets, nervous, etc.
      (2) Attitude - How the student responds to the counselor and the problem being discussed.
      (3) Emotions - Does he show his emotions or does he keep them inside. What type of mood is he in?
      (4) Client Participation - Does the client respond to questions and does he express himself freely?
      (5) Personal Appearance - Observe his dress and personal grooming.

   4. Incident Report - A written report or statement by the client answering the questions of what, who, where, when and why. Students should be encouraged to write as neatly and legibly as possible.

   5. Background information - observation records, reports from other personal (written or verbal), information from other students, and family record sheet.

   6. Confidentiality and security of records must be maintained in compliance with 25 CFR 36, Privacy Act and Buckly amendment.

H. Placement of Students

   1. Career/Vocational

      a. Over-age students are placed in appropriate programs
      b. Educationally limited students are placed in job areas on State, Tribal or Federal programs.

2. Academic - High School

   a. Place graduating eighth graders in high school or vocational programs.
   b. Arrange transfers for students as needed.
   c. Review promotion/retention procedures.

3. Dropouts

   a. Refer students to GED programs
   b. Refer students for employment
   c. Place high school age children back in available school programs.
   d. Make home visits to encourage elementary children to remain in school.

I. Special Education

1. Serve as a member of the IEP committee.
2. Provide counseling for staff and students concerning handicapped children.
3. Prepare needed case histories and maintain records for placement.
4. Prepare applications for programs offering special programs.
5. Refer students to social services, vocational training, etc.
6. Provide assessment information as needed.

Exceptional Children

Exceptional Children.

Most dormitories have students in them which have been identified as "exceptional children". Many of these children have always been in the dormitories but were not identified as needing special educational services. Some of the students are mentally, emotionally, socially, or physically handicapped. Others are exceptional achievers and posses outstanding talents. Some students qualify for "special education" programs, others don't. Guidance staff members should be aware of students with special talents and those with special problems. When possible, guidance staff members should be included on IEP (Individual Education Plan) committees which consider appropriate placement for the student so that individual and special needs can be met. Students are placed in special education programs - academic and residential - only after a professional diagnosis is made and an IEP committee has met and made recommendations to assist the child. Guidance staff members should not label exceptional children, and information regarding their exceptionality should be treated with confidentiality.

Since various interpretations and misunderstandings appear to exist in relation to special education, characteristics of exceptional pupils and tupes of classes to be considered for implementation in Navajo Area Schools follow:

A. Educable Mentally Retarded.

The general objectives of the curriculum for the educable mentally retarded are: (1) being

able to get along with their fellow man (2) learning to participate in work for the purpose of earning their own living, (3) developing emotional security and independence, (4) developing habits of health and sanitation, (5) learning the minimum essentials of the tool subjects, (6) learning to occupy themselves in wholesome leisure time.

B. Trainable Mentally Retarded.

The general objectives of the curriculum for the trainable mentally retarded are: (1) to teach skills necessary for everyday encounters, (2) to develop social adjustment in the home and neighborhood, and (3) to develop economic usefulness in the home or in a sheltered environment.

C. Hard-of-Hearing.

The hard-of-hearing children are those in whom the sense of hearing is defective, but can function with or without a hearing aid.

D. Speech Handicapped Children.

Speech defects are found in all types of children; that is, the gifted, the handicapped, and the normal or average child. Cerebral palsied, deaf, hard-of-hearing, and mentally retarded children are most frequently found to have associated speech difficulties. The speech handicapped child is educated in the regular classroom. Speech therapy can be given individually, as a group, or in a combination of both.

E. Orthopedic and Special Health Problems.

The children in this category have greater personal and social adjustments to make than average children. They need to experience affection, recognition, self-realization, and security; and to learn to cope with frustration. Their needs often require special facilities, equipment, transportation, and individualized instruction.

F. The Visually Handicapped.

Children with visual handicaps are divided into two categories, the partially sighted and the blind.

G. The Emotionally Disturbed and Socially Maladjusted.

The emotionally disturbed are those children who suffer from inner tensions, anxiety, neuroticism, agressiveness, withdrawing tendencies or other persistent behavior problems. The behavior of these children may be inappropriate to the point that it is both distracting and disruptive to the rest of the dormitory.

H. Learning Disability.

Children with learning disabilities have a delayed development in one or more of the processes of speech, language, reading, writing, arithmetic, or other school subjects resulting from a psychological handicap caused by a possible cerebral dysfunction and/or emotional or behavioral disturbance.

It is not the result of mental retardation, sensory deprivation, or cultural or instructional factors.

I. Gifted.

A gifted student possesses a superior ability to deal with facts, ideas, or relationships, whether this ability comes from a high IQ or a less well-defined creative ability.

J. Multiple Handicaps.

There are other types of handicapping conditions which make modification of school practices necessary. Most of these are some type of health problem, and in many instances multiple handicaps. In all of these situations educational and residential adaptations have to be made for the maximum development of children.

Student Rights & Responsibilities

Every student will have access to a feasible student code designed to provide common direction in student conduct as outlined in 25 CFR 35.

A. The code should define the student rights and responsibilities.

B. The document will define major/minor offenses, their consequences, and describe the required due process to be followed in processing student disciplinary actions.

C. The general school rules pertaining to policy and procedures will be provided.

D. The Guidance staff is expected to provide organized lessons and instructions, planned cooperatively with school administration, to assist student in assuming their responsibilities and protecting the rights of all persons in the school.

E. In-service training will be provided for the staff to assist them with student behavior and to orient them with the contents and implementation of the code.

F. The guidance staff is further expected to counsel students in a meaningful way to change behavior patterns to meet acceptable standards (rules) set by the dormitory and the school.

Suggested Guidance Activities

Suggested Activities

1. Draw pictures and tell about things he/she likes to do.

2. List things students can do if they have an upset feeling or a problem.

3. Discuss students' strengths and weaknesses.

4. Draw pictures of what he/she would like to be when he/she grows up. (He/she may discuss what he/she learns at different levels.

5. Make a mural about how he/she helps at home or at school.

6. Discuss with his/her counselor mistakes made by everyone but how one may learn by these mistakes.

7. Select a school problem, such as student details and work out several solutions.

8. Engage in a discussion with a counselor in whom he/she can confide about a serious problem.

9. Engage in discussing things which adults are afraid of: illness, snakes, etc. (The student can discuss with the counselor why adults fear these).

10. Draw pictures or write about things he/she loves, things he/she hates, things he/she is afraid of, and how he/she feels when hurt or angry.

11. Participate in club activities, such as master of ceremonies, student council, Indian club, arts and crafts, photography, rodeo, scouts, 4-H, and others.

12. Become involved in a story-time hour on famous personalities; make a frieze on present important leaders or scrap book on significant social contributions.

13. Suggest the activities he/she wishes to play from a variety of choices.

14. Engage in activities that demonstrate decisions making processes; e.g., student council, house council, student assignments to committees, student work programs.

15. Have a career day and invite resource people.

16. Explain situations where avoidance of decision making results in chaos, misunderstanding, no end results.

17. Participate in any of a number of school-planned activities such as sewing, cooking, weaving, ceramics, where care of property is important.

18. Participate in activities where acceptable and unacceptable behavior is in evidence such as school dances, school plays, Christmas and other special programs.

19. Participate in activities that demonstrate proper care of property.

20. Participate in a activity that relates to experiences with actual responsibilities such as banking activities, school paper, student enterprises, student government, and campus cleanup.

21. Set up a suggestion box.

22. Make a picture on "What I can do to help someone".

23. Draw a picture of special activities enjoyed by friends.

24. Participate in a sociodrama on ways one can make friends.

25. List things they like about themselves and critique these qualities.

26. Dramatize through a sociodrama; thoughtfulness, accepting one's abilities, self-control, rudeness, good manners, not sharing. Discuss how each makes you feel inside.

27. Engage in a role playing activity on how to introduce and greet people.

28. Engage in a discussion with schoolmates on "What can be done to make the school a better place in which to live".

29. Discuss how he/she feels after a role playing activity showing a noisy situation and a quiet situation.

30. Have parties where social graces and good manners are practiced.

31. Discuss how he/she feels in a fearful or dangerous situation.

32. Discuss with his/her friends and counselor how he/she feels in a situation where he/she has lost or won.

33. View and evaluate films on social and emotional development.

34. Discuss with classmates and counselor (1) how he/she feels when he/she has plenty of rest and (2) the different types of resting such as relaxing, sleeping, and change of activities.

35. Take part in a grooming session with the counselor on hair, clothes, cleanliness and improving looks.

36. List basic qualities found in people who get along well with others.

37. Discuss common emotions, acts of kindness, laying and working cooperately.

38. Formulate and study a unit on sound physical & mental health and participate in both organized school sports and leisure time activities.

39. Have students write articles on: "I am a Navajo". "I am an American", etc.

40. Share stories on his/her own home life.

41. Discuss what made great leaders especially during election days, Tribal Leaders Day, Parents Day.

42. Discuss with his/her counselor, what will he/she do when he/she becomes an adult.

43. Experience how other people live by making field trips to places outside reservation.

44. See films about other cultures and discuss such things as food and traditional dress.

45. Talk about different community workers choose a type of work in which he/she is interested and about which he/she would like to learn.

46. Survey career interests and encourage students to display career education bulletin boards.

47. View and evaluate films about job clusters.

48. Writing articles for the school paper.

49. Have student act as an interpreter in various community activities such as pow-wow and parents day.

50. Learn about time setting and keeping through appointments.

51. Discuss with his/her counselor the wise use of planning and budgeting his/her time.

52. Discuss with others and his/her counselor the wise use of money.

53. Involve his/her parents with the counselor in the solution of some of his/her problems.

54. Act as a liaison between the school and home in counseling younger brothers and sisters.

55. Act as a resource person for students and parents.

56. Set up an organized student record system in a centralized location.

57. Coordinate health services by making referrals for students needing help.

58. Discuss constructive use of leisure times.

59. Prepare transcript and case histories, etc., as needed to help students in need of referral.

60. Counsel with students about high school opportunities and help complete required forms.

61. Help with registration, orientation, and enrollment as requested.

62. Help students with academic problems concerning grades.

63. Teach group guidance lessons on student rights and responsibilities and school regulations.

64. Counsel with students on due process procedures.

65. Work with handicapped students in counseling concerning adjustment problems with classroom, dormitory and peer relationships.

66. Present guidance lessons on student accepted coed activities.

67. Work with community members to encourage parents of handicapped children to participate in available educational programs.

68. Encourage students to use English in their every day conversations.

69. Organize student recognition activities such as banquets, awards assemblies, verbal praise, and student of the month.

70. Encourage students to participate in voting and other election activities.

71. Organize and encourage students to participate in special talent activities such as arts and crafts fairs, talent shows, school plays, music programs and others.

Evaluation

Evaluation Elements

Periodic evaluations are necessary for the maintenance of a successful program. The following elements should be considered in developing an evaluative instrument to be used in judging the effectiveness of the Guidance Program.

Staff Considerations:

- Tours of Duty
- Dormitory/Activity Coverage
- Appropriate Work Assignments
- Working Relationships
  - Coordination of Activities
  - Cooperation - given received
- Communications
  - Staff Meetings - agenda/minutes necessary
  - Memoranda
  - Counselling/Discussions
- Availability of supplies and materials
- Training needs of the staff
- Resources available/utilized
  - Topics covered
  - Persons - local - Outside
  - Media

Dormitory Operations:

- Living Conditions (50 sq. ft.)
- One-bed for each child
- Privacy
- Decorations
- Linen
- Sleepwear
- Clothing needs of students
- Laundry facilities
- Commercial laundry services
- Bathroom facilities
- Showers

Hazards
Medication Area
Medicine Cabinets (locked)
Cleanliness of Dorm
Temperature of Dorm
Condition of Dorm
Ventilation in Dorm
Personal Hygiene
Grooming Supplies

Required Reports:

Roll Call Attendance
Inventory
Fire Drill
Accident (DI-134)
Damage Control
Incident Reports
Laundry Count
Banking Procedures
Check Out
Medical
Log
T & A's
Requisitions
Work Orders
  Date submitted
  Date work is accomplished

Student Activities:

Recreation
School Bank
Student Government/Leadership
Clubs/Organizations
Intra-mural sports
Games and social activities
Student Enterprises/canteen
Arts and Crafts

Guidance Instruction:

- Health topics
- Personal care
- Social behavior
- Manners
- School rules
- Safety
- Dormitory living
- Other Guidance topics
- Student Rights & Responsibilities
- Culture (Navajo & other)

Counselling:

- Referral system
- Activities
- Instructions
- Testing
  - Academic achievement
  - Psychological
    - Group
    - Individual
- Student appraisals
  - Case study
  - Case summary
  - Case history
- Behavior/attitude
  - Home
  - Academic
  - Residential
- Counselling students
  - Individual (one-to-one)
  - Group
  - Documentation (records)
- Career Education
  - Topics
  - Activities

Resources
Topics
Persons - local - outside
Media
Records
Regulations CFR par 36

Student Rights, Responsibilities and Records

Code of Federal Regulations Parts 35 & 36
Code of Conduct
Due Process
School Rules (written)
Consequences of misconduct (written)
Records
1. Appropriateness
2. Adequacy
3. Accuracy
Confidentiality
Access to Records
Transfer of Records

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